

REDLINE VERSION

DRAFT #1 – 9.14.12

DRAFT #2 – 2.20.13 (Includes new CEC Standards, 2012 and Indicators, Draft, 2013)

DRAFT #3 – 7.15.13

DRAFT #4 – 8.23.13 – NCTE Exec Comm

Special Education – Functional Academic Skills and Independent Living Specialist

**Endorsement Guidelines
to Accompany Rule 24
(Approved by the State Board
of Education on _____)**

006.63 Special Education – Functional Academic Skills and Independent Living Specialist

006.63A Grade Levels: Birth through Grade 12

006.63B Endorsement Type: Supplemental

006.63C Persons with this endorsement may teach, consult, and provide services to children birth through 21 years of age, who have intellectual, sensory, and/or developmental disabilities, including Autism Spectrum Disorders.

006.63D Certification Endorsement Requirements: The endorsement shall require a minimum of 15 semester hours in special education coursework related to functional academic skills and independent living. Candidates must have, or earn concurrently, the Special Education endorsement.

006.63E Endorsement Program Requirements: Nebraska teacher education institutions offering this endorsement program must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement.

THE FOLLOWING ARE RECOMMENDED GUIDELINES FOR INCLUSION AS PART OF THE INSTITUTION'S PLAN UNDER THIS ENDORSEMENT.

Through the courses identified in its plan, the institution must provide candidates for this endorsement with opportunities to demonstrate the dispositions and competencies required by the following guidelines, based on the Council for Exceptional Children (CEC) Initial Level Special Educator Preparation Standards (CEC, 2012) and CEC Developmental Disabilities Specialty Set (2012).

Standard 1. Learner Development and Individual Learning Differences

REDLINE VERSION

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DRAFT #4 – 8.23.13 – NCTE Exec Comm

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Special Education – Functional Academic Skills and Independent Living Specialists understand how disabilities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with disabilities.

Element 1.1 Special Education – Functional Academic Skills and Independent Living Specialists understand how language, culture, and family background influence the learning of individuals with disabilities.

Element 1.2 Special Education – Functional Academic Skills and Independent Living Specialists use understanding of development and individual differences to respond to the needs of individuals with disabilities.

Indicators include, but are not limited to: (All Common Core Indicators are assumed.)

(DDA1K1) Medical aspects and implications for learning for individuals with developmental disabilities/autism spectrum disorders,

(DDA1K2) Core and associated characteristics of individuals with developmental disabilities/autism spectrum disorders,

(DDA1K3) Co-existing conditions and ranges that exist at a higher rate than in the general population,

(DDA1K4) Sensory challenges of individuals with developmental disabilities/autism spectrum disorders,

(DDA1K5) Speech, language, and communication of individuals with developmental disabilities/autism spectrum disorders,

(DDA1K6) Adaptive behavior needs of individuals with developmental disabilities/autism spectrum disorders,

(DDA1K1) Impact of theory of mind, central coherence, and executive function on learning and behavior,

(DDA1K2) Impact of neurological differences on learning and behavior, and

(DDA1K3) Impact of self-regulation on learning and behavior.

Standard 2. Learning Environments

Special Education - Functional Academic Skills and Independent Living Specialists create safe, inclusive, culturally responsive learning environments so that individuals

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with disabilities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination.

Element 2.1 Special Education – Functional Academic Skills and Independent Living Specialists, through collaboration with general educators and other colleagues, create safe, inclusive, culturally responsive learning environments to engage individuals with disabilities in meaningful learning activities and social interactions.

Element 2.2 Special Education – Functional Academic Skills and Independent Living Specialists use motivational and instructional interventions to teach individuals with disabilities how to adapt to different environments.

Element 2.3 Special Education – Functional Academic Skills and Independent Living Specialists know how to intervene safely and appropriately with individuals with disabilities in crisis.

Standard 3. Curricular Content Knowledge

Special Education – Functional Academic Skills and Independent Living Specialists use knowledge of general and specialized curricula to individualize learning for individuals with disabilities.

Element 3.1 Special Education – Functional Academic Skills and Independent Living Specialists understand the central concepts, structures of the discipline, and tools of inquiry of the content areas they teach, and can organize this knowledge, integrate cross-disciplinary skills, and develop meaningful learning progressions for individuals with disabilities.

Element 3.2 Special Education – Functional Academic Skills and Independent Living Specialists understand and use general and specialized content knowledge for teaching across curricular content areas to individualize learning for individuals with disabilities.

Element 3.3 Special Education – Functional Academic Skills and Independent Living Specialists modify general and specialized curricula to make them accessible to individuals with disabilities.

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Indicators include, but are not limited to:

- (DDA3K1) Evidence-based career/vocational transition programs for individuals with developmental disabilities/autism spectrum disorders,
- (DDA3S1) Provide pragmatic language instruction that facilitates social skills,
- (DDA3S2) Provide individuals with developmental disabilities/autism spectrum disorders strategies to avoid and repair miscommunications,
- (DDA3S3) Plan instruction for independent functional life skills and adaptive behavior,
- (DDA3S4) Plan and implement instruction and related services for individuals with developmental disabilities/autism spectrum disorders that is both age-appropriate and ability-appropriate,
- (DDA3S5) Use specialized instruction to enhance social participation across environments, and
- (DDA3S6) Plan systematic instruction based on learner characteristics, interests, and ongoing assessment.

Standard 4. Assessment

Special Education – Functional Academic Skills and Independent Living Specialists use multiple methods of assessment and data-sources in making educational decisions.

- Element 4.1 Special Education – Functional Academic Skills and Independent Living Specialists select and use technically sound formal and informal assessments that minimize bias.
- Element 4.2 Special Education – Functional Academic Skills and Independent Living Specialists use knowledge of measurement principles and practices to interpret assessment results and guide educational decisions for individuals with disabilities.
- Element 4.3 Special Education – Functional Academic Skills and Independent Living Specialists in collaboration with colleagues and families use multiple types of assessment information in making decisions about individuals with disabilities.
- Element 4.4 Special Education – Functional Academic Skills and Independent Living Specialists engage individuals with disabilities to work toward quality learning and performance and provide feedback to guide them.

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Indicators include, but are not limited to:

- (DDA4K1) Specialized terminology used in the assessment of individuals with developmental disabilities/autism spectrum disorders.
- (DDA4K2) Assessments of environmental conditions that promote maximum performance of individuals with developmental disabilities/autism spectrum disorders.
- (DDA4K3) Components of assessment for the core areas for individuals with developmental disabilities/autism spectrum disorders.
- (DDA4K4) Individual strengths, skills, and learning styles.
- (DDA4S1) Select, adapt, and use assessment tools and methods to accommodate the abilities and needs of individuals with developmental disabilities/autism spectrum disorders.
- (DDA4S2) Develop strategies for monitoring and analyzing challenging behavior and its communicative intent, and
- (DDA4S3) Conduct functional behavior assessments that lead to development of behavior support plans.

Standard 5. Instructional Planning and Strategies

Special Education – Functional Academic Skills and Independent Living Specialists select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with disabilities.

- Element 5.1 Special Education – Functional Academic Skills and Independent Living Specialists consider an individual's abilities, interests, learning environments, and cultural and linguistic factors in the selection, development, and adaptation of learning experiences for individuals with disabilities.
- Element 5.2 Special Education – Functional Academic Skills and Independent Living Specialists use technologies to support instructional assessment, planning, and delivery for individuals with disabilities.
- Element 5.3 Special Education – Functional Academic Skills and Independent Living Specialists are familiar with augmentative and alternative communication systems and a variety of assistive technologies to support the communication and learning of individuals with disabilities.
- Element 5.4 Special Education – Functional Academic Skills and Independent Living Specialists use strategies to enhance language development and communication skills of individuals with disabilities.

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- Element 5.5 Special Education – Functional Academic Skills and Independent Living Specialists develop and implement a variety of education and transition plans for individuals with disabilities across a wide range of settings and different learning experiences in collaboration with individuals, families, and teams.
- Element 5.6 Special Education – Functional Academic Skills and Independent Living Specialists teach to mastery and promote generalization of learning.
- Element 5.7 Special Education – Functional Academic Skills and Independent Living Specialists teach cross-disciplinary knowledge and skills such as critical thinking and problem solving to individuals with disabilities.

Indicators include, but are not limited to:

- (DDA5K1) Specialized curriculum designed to meet the needs of individuals with developmental disabilities/autism spectrum disorders.
- (DDA5K1) Evidence-based career/vocational transition programs for individuals with developmental disabilities/autism spectrum disorders.
- (DDA5S1) Match levels of support to changing needs of the individual.
- (DDA5S2) Implement instructional programs that promote effective communication skills using verbal and augmentative/alternative communication systems for individuals with developmental disabilities/autism spectrum disorders.
- (DDA5S3) Provide specialized instruction for spoken language, reading and writing for individuals with developmental disabilities/autism spectrum disorders.
- (DDA5S4) Use instructional strategies that fall on a continuum of child-directed to adult-directed in natural and structured context.
- (DDA5S5) Consistent use of proactive strategies and positive behavioral supports.
- (DDA5S6) Involve individuals with developmental disabilities/autism spectrum disorders in the transition planning process.
- (DDA5S7) Plan for transition needs including linkages to supports and agencies focusing on life-long needs.
- (DDA5S8) Provide instruction in community-based settings.
- (DDA5S9) Demonstrate transfer, lifting, and positioning techniques.

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- (DDA5S10) Structure the physical environment to provide optimal learning for individuals with developmental disabilities/autism spectrum disorders.
- (DDA5S11) Provide instruction in self-regulation.
- (DDA5S12) Utilize student strengths to reinforce and maintain social skills.
- (DDA5S13) Plan instruction for independent functional life skills and adaptive behavior.
- (DDA5S14) Plan and implement instruction and related services for individuals with developmental disabilities/autism spectrum disorders that is both age-appropriate and ability-appropriate.
- (DDA5S15) Use specialized instruction to enhance social participation across environments, and
- (DDA5S16) Plan systematic instruction based on learner characteristics, interests, and ongoing assessment.

Standard 6. Professional Learning and Ethical Practice

Special Education – Functional Academic Skills and Independent Living Specialists use foundational knowledge of the field and the professional Ethical Principles and Practice Standards to inform special education practice, to engage in lifelong learning, and to advance the profession.

- Element 6.1 Special Education – Functional Academic Skills and Independent Living Specialists use professional Ethical Principles and Professional Practice Standards to guide their practice.
- Element 6.2 Special Education – Functional Academic Skills and Independent Living Specialists understand how foundational knowledge and current issues influence professional practice.
- Element 6.3 Special Education – Functional Academic Skills and Independent Living Specialists understand that diversity is a part of families, cultures, and schools, and that complex human issues can interact with the delivery of special education services.
- Element 6.4 Special Education – Functional Academic Skills and Independent Living Specialists understand the significance of lifelong learning and participate in professional activities and learning communities.
- Element 6.5 Special Education – Functional Academic Skills and Independent Living Specialists advance the profession by engaging in activities such as advocacy and mentoring.
- Element 6.6 Special Education – Functional Academic Skills and Independent Living Specialists provide guidance and direction to paraeducators, tutors, and volunteers.

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Indicators include, but are not limited to:

- (DDA6K1) Definitions and issues related to the identification of individuals with developmental disabilities/autism spectrum disorders,
- (DDA6K2) Continuum of placement and services available for individuals with developmental disabilities/autism spectrum disorders,
- (DDA6K3) Historical foundations and classic studies of developmental disabilities/autism spectrum disorders,
- (DDA6K4) Trends and practices in the field of developmental disabilities/autism spectrum disorders,
- (DDA6K5) Theories of behavior problems of individuals with developmental disabilities/autism spectrum disorders,
- (DDA6K6) Perspectives held by individuals with developmental disabilities/autism spectrum disorders, and
- (DDA6K7) Concepts of self-determination, self-advocacy, community and family support and impact in the lives of individuals with developmental disabilities/autism spectrum disorders.

Standard 7. Collaboration

Special Education – Functional Academic Skills and Independent Living Specialists collaborate with families, other educators, related service providers, individuals with disabilities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with disabilities across a range of learning experiences.

Element 7.1 Special Education – Functional Academic Skills and Independent Living Specialists use the theory and elements of effective collaboration.

Element 7.2 Special Education – Functional Academic Skills and Independent Living Specialists serve as a collaborative resource to colleagues.

Element 7.3 Special Education – Functional Academic Skills and Independent Living Specialists use collaboration to promote the well-being of individuals with disabilities across a wide range of settings and collaborators.

Indicators include, but are not limited to:

- (DDA7K1) Services, networks, and organizations for individuals, professionals, and families with developmental disabilities/autism spectrum disorders, and

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(DDA7S1) Collaborate with team members to plan transition to adulthood that encourages full community participation.

Functional Academics and Independent Living Work Group

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Tom Wandzilak, UN-L twandzilak1@unl.edu

Bev White, Lincoln Public Schools whiteb@lps.org

(Work Group still not happy with the name of this endorsement, but no alternative has been submitted. This endorsement replaces the Special Education-Severe/Multiple Disabilities, PK-12 Supplemental endorsement.)

AD HOC COMMITTEE ON: Special Education Supervisor, Special Education Supplemental Endorsements (Behavior Intervention, Early Intervention, Functional Academics, Inclusion and Collaboration, Secondary Transition), Assistive Technology, Deaf and Hard of Hearing, Visual Impairment, Audiologist

Based on NCTE Organizational Policies, Approved March, 2013; 10-12 members

JULY 12, 2013—9:00 A.M.-4:00 P.M. LOCATION — CONCORDIA FALLBROOK

AD HOC COMMITTEE MEMBERSHIP CRITERIA	AD HOC COMMITTEE NOMINEES
Practitioners currently endorsed and employed in approved or accredited public or private schools in the endorsement area at the grade levels under consideration.	1. Mary Schlieder, Norris Public Schools (D1) mary.schlieder@nsdtitans.org Can't attend 2. Molly Elge, Grand Island Public Schools (D6) melge@gips.org 3. Donna Moss, Hastings Public Schools (D5) dmoss@esu9.org
Faculty members from a college or department of education who are teaching professional education courses or serve as the certification official at an approved educator preparation institution.	1. Dawn Mollenkopf, UNK (D6) mollenkopfdl@unk.edu 2. Becky Schnabel, UNO (D8)/Certification Official bschnabel@unomaha.edu

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Specialists in the content area which might include Arts and Science college faculty or persons drawn from professional practice in the endorsement area.	1. Kris Swain, UNO (D8) (leaving mid-afternoon) kswain@unomaha.edu 2. Sue Kemp, UN-L (D1) skemp2@unl.edu
Administrative or supervisory personnel from approved or accredited public or private schools with responsibility for supervision, leadership or personnel functions at the grade levels and/or in the content area.	1. Dr. John Skretta, Norris Public john.skretta@nsdtitans.org 2. Peggy Romshek, Mitchell Public Schools (D7) promshek@panesu.org
Representation from the NCTE Standing Committee to which the endorsement has been assigned. (Graduate Standing Committee)	Doreen Jankovich, OPS (D8) Doreen.Jankovich@ops.org doreen.jankovich@gmail.com
A NDE representative who has responsibilities related to the endorsement area and who may also serve as the <i>Ad Hoc Committee</i> chair.	1. Carol McClain, Special Education (D1) carol.mcClain@nebraska.gov 2. Teresa Coonts, B/VI (D4) teresa.coonts@nebraska.gov 3. Rhonda Fleischer, ESU #9 (DHH) (D6) rfleisch@esu9.org
Representatives of national/state specialty professional associations or professionals drawn from areas of employment related to the content area.	1. Stuart Clark, ESU #1 (NASES) (D3) sclark@esu1.org 2. Jay Sears, NSEA (D1) jsears@nsea.org
Additional PK-12 school practitioners or higher education faculty members to equalize the representation between these two groups.	1. Teacher—Bev White, LPS (D1) whiteb@lps.org Can't attend 2. Higher Ed—Greg Zost, Peru State (D5) GZost@peru.edu
A NDE designee, who will be a non-voting member and serve as a consultant for the <i>ad hoc</i> committee.	Sharon Katt, NDE sharon.katt@nebraska.gov Pat Madsen, NDE pat.madsen@nebraska.gov Kevin Peters, NDE kevin.peters@nebraska.gov